Date: April 2, 2007

To: Dr. Terry B. Smith, Vice president and Dean for Academic Affairs

From: Tom Watson, Chair, Art Department

Subject: Program Assessment Components and Process, spring and fall semesters 2006
Sources of Evaluative Information:

BFA evaluation information:
1. A portfolio for acceptance into the program in junior year.
2. Two portfolio reviews by department faculty after admittance into program.
3. Completing Major, Studio Focus and Art History written examinations.
4. Design and installation of BFA exhibition.
5. Oral defense of exhibition.

BS and BA evaluation information:
1. Culminating Experience course ARTS 495 in Major.
2. ARTS 495 portfolio presentation to art faculty.

Department Questionnaire:
Questionnaire completed by all baccalaureate candidates covering the department’s core courses.

Agency for Program Evaluation/Change:

Full-time faculty both collectively and individually evaluated the BFA, BS and BA candidates and participated in program evaluation and change. The current ARTS 495 course is under scrutiny by the department for possible elimination and replacement with a portfolio review structure similar to the one used at William Woods.

Assessment Feedback Loop:

Assessment feedback data is distributed to appropriate regular faculty. Currently, Student Evaluations, portfolio reviews, Calumniating Experience assessment, and the Departmental Survey provide data for curriculum and pedagogy changes. These instruments may change, if and when a decision is reached on present deliberations.

Feedback Loop Results:

BFA assessment and feedback:
BFA graduates 7

Illustration 2
Photography 2
Painting 2
Printmaking 1

Written exams:
Major - all passed Studio Focus - all passed Art History - all passed
BFA exhibit:
All BFA shows in 2006 were quality shows and some were of exceptional quality. There was a slight misunderstanding from one student about the acceptable standard viewing height of artwork, but the incident was corrected. To alleviate this problem in the future the department is in the process of developing a “Professional Practices” core course that will cover information relative to exhibition standards and other relative topics. The topics course, team taught by Naomi and Mike fall 2006, will eventually be this course.

BFA recommendations from spring 2005:

*Be more restrictive in admittance into the program.* This is a consideration that is slowly being implemented. We will start keeping data on; admitted, admitted with reservation, and rejected to track this request.

*Develop a more standardized written test.* This is an area that needs to be addressed. Currently, Naomi does the Assessment of the Major report for BFA candidates. Starting this semester, instructors in the student’s major will fill out the assessment report. I think this is a good idea; the instructors in each major should be responsible for this report. They are the ones that need to use the information for pedagogy and curriculum change.

BFA recommendations from fall 2006:

*Introduce a non-western art history course.* Until we get a full time Art History teacher on staff, this request will be shelved.

*Increase the length of each BFA review.* This has been implemented.

*ARTS 150 (Photo I) should be one of the core requirements.* This used to be an option but was discontinued.

*Some of the professors to switch off the classes they teach.* I think that this is a good idea. Teachers with expertise in specific media could switch off teaching the courses in that media. This would give students a different learning experience, and also provide the instructor a nice change of pace.

Oral defense of exhibit:
All gave an adequate defense of their show. Each student also gave a gallery talk about their work to the general public.

Completion of Department Survey:
All completed survey.

PowerPoint presentation of work on CD:
All completed the required CD.

**BA and BS assessment and feedback:**

<table>
<thead>
<tr>
<th>BA/BS graduates</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>4</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>Photography</td>
<td>3</td>
</tr>
</tbody>
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**MLO information taken from “Assessment of Major” form.**
(Only received data on eight of the ten.)

**MLO # 1**
- 4 Showed outstanding performance
- 3 Met expectations
- 1 Needed improvement

**MLO # 2**
- 5 Showed outstanding performance
- 2 Met expectations
- 1 Needed improvement

**MLO # 3**
- 7 Showed outstanding performance
- 1 Met expectations

**MLO # 4**
- 5 Showed outstanding performance
- 2 Met expectations
- 1 Unsatisfactory

**Presentation of course work to Art faculty:**
All students did a reasonable job discussing their work.

**Completion of Department Survey:**
All completed survey.

**PowerPoint presentation of work on CD:**
All completed the required CD.

**BS/BA recommendations from spring and fall of 2005:**

Photography recommendations:
Get advanced software programs. The department purchased an “Up-grade Package” for all Adobe software 2005. We now have all the latest and advanced software for all digital classes.

Develop new handouts. Professor Ed Collings, developed a course webpage for students to hand in class assignments and updated course handouts.

Painting recommendations:
- Develop a timeline for course  Implemented
- Require more meetings. Implemented

Graphic Design/Illustration recommendations:
- Improve print production.
  The department now has a large format printer.

Start Web design courses.

Mike Sleadd, is in process of developing this course. Presently, Adobe’s “Dream weaver” (web page software) is a part of his Illustration 3 class. Although he is going to drop the Illustration major, he plans to take the “Dream weaver” section from Illustration 3, add Adobe’s “Flash” and make that into the Web Design course.

Core courses assessment from department questionnaire.
Number of students filling out the questionnaire 17

Graphic Design and Illustration majors. 10
Drawing /Painting 7

Chart A: Covers responses from questions 4 for seven semesters.
Chart B: Covers responses from questions 4 and 5 for last five semesters and includes a breakdown of majors for spring 05 and fall 06.

The tabulation of the department’s questionnaire focuses on questions 4 and 5.

4. How did (ARTS ###) help in your area of concentration? (We will change “area of concentration” to “major” after we use up the current stock.)
   [10 = helped greatly, 5 = helped adequately, 0 = did not help]

5. Rank each of the following topics. Which do you wish were covered more thoroughly?
   [10 = was covered well, 5 = covered adequately, 1 wish was covered more thoroughly, 0 = no opinion]
**Chart A:** starting in the fall of 2004, student evaluations drop, followed by an upward trend for three semesters. For the last three semesters there has been a decline in all but one of the core courses.

**Recommendation:** From Cart B the following recommendations should be implemented.

- ARTS 101: More emphasis on topics 3-Media and 4-Design.
- ARTS 141: More emphasis on topics 2-Function in 3D design.
- ARTS 120: More emphasis on topics 4-Gesture drawing.
- ARTS 222: More emphasis on topics 2-Proportion, 3-Anatomy and, 5-Composition.
- ARTS 130: More emphasis on topics 5-Composition.
- ARTS 232: More emphasis on topics 5-Material preparation and construction.
QUESTION: How did ARTS (101, 140, 141, 120, 222, 130, 232) help in your major?
Chart B

QUESTION: How did ARTS (101, 140, 141, 120, 222, 130, 232) help in your major?

QUESTION: Which topics do you wish were covered more thoroughly? (Each number represents a topic. Scale: 10 = was covered well)